Capstone Work-Based Learning Portfolio "Look-Fors"

Portfolios are a form of summative assessment that demonstrate the mastery over course content. In capstone WBL courses, student portfolios should reflect the course standards, skills attained, and the long-term goals of the student. All capstone WBL experiences are required to document intentional student learning through the compilation of artifacts into a portfolio, per requirements of the WBL Framework established by the Tennessee State Board of Education (High School Policy 2.103). At minimum, portfolios should include the following components:

- ❑ Resume and cover letter to address student skills, experience, and objectives
- ❑ Completed Personalized Learning Plan, including goals for student growth in (a) academic and technical skills, (b) career knowledge and navigation skills, (c) 21st century learning and innovation skills, and (d) personal and social skills
- ❑ Evidence that all course standards have been met
- ❑ Evidence of applied math skills
- ❑ Evidence of applied literacy skills

Overall, the strength of portfolios may be described according to the following five levels:

Novice: Portfolio attests to partial or introductory level understanding of the overall concepts or skills addressed in the WBL capstone course. Reflection is limited or absent and primarily documents occurrences as opposed to interpretations or application of ideas for future use.	Approaching Proficiency: Portfolio clearly attests to some course standards, but not all standards are covered by the portfolio to demonstrate full proficiency. Reflection is limited and primarily documents basic occurrences and observations without deeper application or interpretation.	Proficiency: Portfolio clearly aligns all course standards by clearly documenting the knowledge and skills covered in each. It documents that proficiency in each standard has occurred at a moment in time in the classroom and/or the workplace. Reflections demonstrate deeper understanding of skills and concepts as well as their application in the workplace.	Advanced: Portfolio clearly demonstrates at least basic proficiency of skills outlined in all standards and advanced or mastery skills in some standards. Reflections include documentation of deeper thinking, the interpretation of experience, and the application of skills beyond the immediate context of the classroom and/or workplace.	Mastery: Portfolio clearly demonstrates advanced skills in most standards and at least proficient in all standards. Also includes evidence that deeper reflection has led to application of concepts and the understanding of their use beyond the student's immediate situation. Conclusions are drawn and/or defended based on multiple observations or previous reflections.

The following chart provides "look-fors" to assist teachers in assessing the overall quality of capstone WBL portfolios. It may also be used to help teachers facilitate the development of strong WBL portfolios, set clear expectations for students, and design activities or reflection prompts to help students document their learning in deep, meaningful ways. This chart is applicable to all capstone WBL courses, including *WBL: Career Practicum (6105)*.

Recommended Use: *Often, students can significantly raise the quality of their portfolio after receiving specific feedback. As a promising practice, consider asking students to peer-review their portfolios and suggest areas for improvement using the chart below. Once revisions have been made, provide a second round of feedback using the chart below based on your expectations as the instructor. Allow students to make revisions prior to submitting their final portfolio as their summative assessment. This feedback process can be a powerful form of formative assessment, reinforce quality expectations, and result in much stronger student portfolios across the entire class.*

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Instructions: *Consider which "look-fors" best align with the portfolio. Check the boxes that best describe the evidence submitted. Provide specific feedback to students in order to facilitate revisions that will strengthen the final portfolio. Feedback may address areas of deficiency or prompt reflection to show deeper mastery of content.*

Novice:	Approaching Proficiency:	Proficiency:	Advanced:	Mastery:
❑ Compilation of artifacts is haphazard and/or lacks cohesive focus	❑ Compilation of artifacts primarily relates to the specific job, little focus on the student's career goals	❑ Compilation of artifacts reflects future career goals and aspirations	❑ Compilation of professional-quality artifacts reflects future career goals and aspirations, includes reflection and interpretation of experiences	❑ Polished, professional-quality portfolio is ready for publication, is presented to a public audience
❑ Little to no clear connection of artifacts to standards	❑ Limited demonstration of professional-quality work overall, with few notable exceptions	❑ Professional-quality artifacts or work products reflect knowledge and skill growth through the experience	❑ Most artifacts are polished and professional, requiring no revision to demonstrate proficiency of standards	❑ Provides clear evidence of knowledge and skills gained, goals, and next steps along a career pathway
❑ Little to no clear connection of artifacts to career goals	❑ Includes some evidence that skills and knowledge grew throughout the experience	❑ Evidence that self-assessment of skills resulted in identification of need for further growth	❑ Evidence is clear that employability skills and knowledge were gained through the experience	❑ Targeted, specific future career goals and aspirations are clear, includes reflection and realistic self-analysis
❑ Little to no demonstration of professional-quality work	❑ Portfolio artifacts align to most, but not all, course standards	❑ Portfolio artifacts align to all standards and demonstrate proficiency in each	❑ Insight is demonstrated regarding personal need for employability skill development and career knowledge	❑ Initiative is taken to pursue employability skills and career knowledge as a result of personal drive and accurate self-assessment
❑ Little evidence that skills and knowledge grew throughout the experience	❑ Requires a few revisions to demonstrate proficiency of the entire standards as written	❑ Requires little to no revision to demonstrate proficiency of course standards	❑ Documents actions to pursue targeted professional/personal growth	❑ Actions to pursue professional/personal growth goals are evident and result in measurable outcomes
❑ Requires many revisions to demonstrate proficiency of entire standards as written	❑ Some evidence of self-assessment of personal skills and performance	❑ Evidence of skills and knowledge gained is included and/or evident through artifact revisions	❑ Reflection interprets why connections between current experience and future goals and aspirations matter to the student	❑ Behavioral modifications result from insightful connections between observations and future goals and personal motivation to improve
❑ Little to no evidence of self-assessment of personal skills and performance	❑ Some opportunities for further growth are clearly identified by the student	❑ Connections between current experience and future goals and aspirations are identified in reflection writing		❑ Artifacts demonstrate advanced/mastery skills in most course standards, with rare exceptions
❑ Few opportunities for further growth are clearly identified by the student	❑ Includes little to no introspection and/or connections to future goals and aspirations in reflection writing			
❑ Little evidence of self-assessment and/or connections to future goals and aspirations in reflection writing				

This document is part of the Work-Based Learning Implementation Guide.
For more resources, see the WBL Toolbox: http://tn.gov/education/cte/work_based_learning.shtml